



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

I have often thought of it as one of the most barbarous customs in the world, considering us as a civilized and a Christian country, that we deny the advantages of learning to women. We reproach the sex every day with folly and impertinence, while I am confident, had they the advantages of education equal to us, they would be guilty of less than ourselves. The capacities of women are supposed to be greater, and their senses quicker than those of the men; and what they might be capable of being bred to, is plain from some instances of female wit, which this age is not without; which upbraids us with injustice, and looks as if we denied women the advantages of education, for fear they should vie with the men in their improvements.

After logically setting forth reasons why women should be educated, he sums up the plight of the uneducated in a few succinct sentences:

On the other hand, suppose her to be the very same woman, and rob her of the benefit of education, and it follows thus:

If her temper be good, want of education makes her soft and easy.

Her wit, for want of teaching, makes her impertinent and talkative.

Her knowledge, for want of judgment and experience, makes her fanciful and whimsical.

If her temper be bad, want of breeding makes her worse, and she grows haughty, insolent, and loud.

If she be passionate, want of manners makes her termagent, and a scold, which is much at one with a lunatic.

If she be proud, want of discretion (which still is breeding) makes her conceited, fantastic, and ridiculous.

And from these she degenerates to be turbulent, clamorous, noisy, nasty, and the Devil.

The extracts from *Robinson Crusoe* preserve the impression conveyed by the selections from less known works. The reader closes the book with the feeling of having known the man and of understanding the time of which he was a part. The edition is recommended particularly to schools where reference facilities are limited.

ELLEN M. GEYER

UNIVERSITY OF CHICAGO

A Textbook of Botany for Colleges. By WILLIAM F. GANONG, Professor of Botany in Smith College. New York: Macmillan, 1916. 8vo, pp. xi+401, with 274 illustrations. \$2.00.

There are two distinct points of view regarding the purpose of the general course in botany for college students. These two purposes are conspicuously set forth in no other way so well as in the textbooks prepared for use in general college classes. The course outlined in the book which is the subject of this review is specifically designed as "an introductory course in botany," as "a part of a general education, and not as a preparation for a professional botanical career." The supreme importance of this distinction appeals to persons who have a perspective view of college education. Such persons have noted the tendency, all too common, to organize the beginning courses in college sciences upon the assumption, and perhaps the desire, that as many students as possible

should be led to take technical courses in each of the sciences following their first college course. As a result of this technical point of view in each of the sciences, we often find college graduates who have had a series of technical courses in one or two sciences, and no courses for general education in these one or two sciences, or in the other sciences. Such a student is left with no college education in the other sciences, and with a technical, not a general, education in the one or two sciences in which he has worked.

Professor Ganong has not felt responsible for telling all known botanical facts about each topic discussed, since he has attempted rather to present major truths with enough morphological details to give a clear setting to the major truth. For example, on p. 34, there is a diagram on the leaf mechanism by means of which photosynthesis is carried on. The reviewer has never observed a leaf whose structures are even nearly like those shown, but the illustration is a diagram, not a representative drawing, and is intended to block out essential facts, not to lose the student in the details of the accuracies of detail of internal leaf anatomy. It is not impossible, sometimes, to tell more truth by omitting some of the quite true but confusing details, and this method as used in the book under review is a case in point.

The topics which are treated in the book are much the same as those appearing in other college texts. Structure and function and economic and industrial significance are carried closely together, however.

An illustration of the method of presentation and the nature of the content and material may be shown by citing the treatment of the topic "The Autumnal and Other Coloration of Leaves." First, there is a discussion of colors other than green as they appear in plants in general. The function of the colors, such as erythrophyll, xanthophyll, carotin, etc., are discussed; also the colors which are apparently induced by the presence on plants of fungi or insects such as occur in the rust of wheat, or the destruction of chlorophyll through insect activities. The nature of the occurrence of autumnal coloration, the types of colorations, and the suggested explanations of these striking phenomena are discussed. Following this topic is a discussion of the economics and treatment in cultivation of leaves; then comes a description of the uses of the photosynthetic food. When we have considered that the whole topic of leaves is first presented morphologically by Professor Ganong, then variations in leaf-form such as appear in bulbs, buds, the leaves of parasitic plants, tendrils, spines, sensitive leaves, etc., then the treatment of plants whose leaves do not have chlorophyll, it is evident that Professor Ganong has given an organization which is very different from the ordinary one in dealing with the botanical matters that pertain to leaves and their functions.

In general, throughout the book it may be stated that morphological ideas are developed before the functions are discussed, these functions being made possible because of morphological structures. Also, the rather striking phenomena relating to functions are usually presented before a detailed discussion of the physiological basis upon which the phenomena rest. This method is doubtless followed in order to elicit the best possible interest from a student.

The book is an excellent contribution to our rapidly growing list of available texts for college botany and is the outcome of years of successful experience in teaching botany in a college whose general courses in that science have become well known because of their effectiveness and attractiveness.

O. W. CALDWELL

UNIVERSITY OF CHICAGO

British Verse for Boys. Edited by DANIEL THOMPSON. New York: Henry Holt & Co., 1916.

One must admit, in spite of his feeling that English literature has been anthologized to a swooning condition, that, in his *British Verse for Boys*, Daniel Thompson of the Lawrenceville School has given real service. His collection gathers representative poems from Chaucer to the present which have a definite appeal to the boy-mind. Necessarily the poems are easy to understand, often narrative, and often humorous. Thus many of the great poems of subtle thought, of intensity or delicacy of matured feeling, are omitted. The omission is wisely made, however, for the book is intended to arouse the young student's interest in verse. Once interested, he can easily be led to appreciate the difficult poems with an eager and trained mind. Mr. Thompson has successfully steered a middle course, for, while nearly every selection is within the comprehension of the youthful mind, each is of value in itself and in its power to overcome that common impression that poetry may be for many boys but is not for those of one's set. How lacking in pedantry and the beaten track of anthologies the collection is one may judge from the fact that Johnson's "If a Man Who Turnips Cries," Carey's "Sally in Our Alley," and Lear's "The Owl and the Pussy Cat," and Thackeray's "Little Billee," are included.

Knowing how completely Kipling, Stevenson, Masefield, and Noyes grip the boy-mind, one is sorry that each of these poets is not more widely represented. However, he realizes how valuable has been the decision to keep the volume in handy, attractive size—most anthologies make one shudder at first glance—and he knows that the value of any one book is largely in the way the teacher handles it. These four authors have a sufficient representation so that the pupil aided by the enthusiasm of the teacher and a well-stocked school library may easily be persuaded to read further into their work. The reviewer knows of no other satisfactory anthology covering the field of this volume, and he feels that it will be of service not only in schools for boys but for occasional use by the teacher in all intermediate institutions where poetry is taught as a living art. It is significant, too, of that desire—broached gingerly but with growing bravery—to teach literature suited to the mind of the pupil and especially to teach that modern material which will lead the pupil to realize that literature is a vital part of everyday life, to be discussed over the pancakes or to be read in the very last numbers of the magazines on the library table.

THEODORE B. HINCKLEY

UNIVERSITY HIGH SCHOOL